

EDWARD E TAYLOR ELEMENTARY

200 McRae Street
Columbia, South Carolina 29203

GRADES K-5 Elementary School

ENROLLMENT 229 Students

PRINCIPAL Debbie Hunter Bailey 803-343-2924

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| | | | | |
|------------------|-------------|----------------|----------------------|-----------------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 4 | 10 | 57 | 48 | 4 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

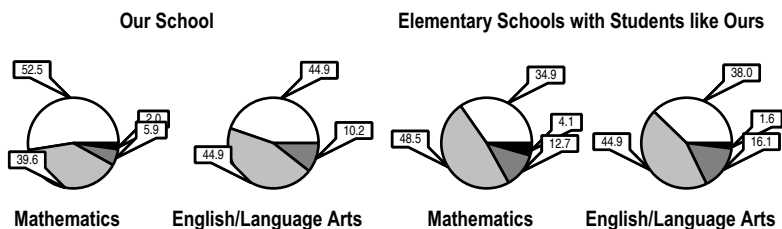
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Below Average | N/A |
| 2002 | Below Average | Unsatisfactory | N/A |
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|-----------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--------------------------------------------------------|-----------------|-----------------|----------------|
| Number of surveys returned | 20 | 21 | 17 |
| Percent satisfied with learning environment | 55.0% | 81.0% | 58.8% |
| Percent satisfied with social and physical environment | 57.9% | 81.0% | 76.5% |
| Percent satisfied with home-school relations | 21.1% | 81.0% | 64.7% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 121 | 96.7 | 44.9 | 44.9 | 10.2 | N/A | 10.2 | 17.6 |
| Gender | | | | | | | | |
| Male | 68 | 94.1 | 58.0 | 36.0 | 6.0 | N/A | 6.0 | 17.6 |
| Female | 53 | 100.0 | 31.3 | 54.2 | 14.6 | N/A | 14.6 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| African-American | 118 | 96.6 | 45.3 | 45.3 | 9.5 | N/A | 9.5 | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 90 | 95.6 | 38.0 | 49.4 | 12.7 | N/A | 12.7 | 17.6 |
| Disabled | 31 | 100.0 | 73.7 | 26.3 | N/A | N/A | N/A | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 121 | 96.7 | 44.9 | 44.9 | 10.2 | N/A | 10.2 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 121 | 96.7 | 44.9 | 44.9 | 10.2 | N/A | 10.2 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 109 | 96.3 | 47.2 | 44.9 | 7.9 | N/A | 7.9 | 17.6 |
| Full-pay meals | 12 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|-----|-----|------|------|
| Mathematics | | | | | | | | |
| All students | 121 | 100.0 | 52.5 | 39.6 | 5.9 | 2.0 | 7.9 | 15.5 |
| Gender | | | | | | | | |
| Male | 68 | 100.0 | 54.7 | 41.5 | 3.8 | N/A | 3.8 | 15.5 |
| Female | 53 | 100.0 | 50.0 | 37.5 | 8.3 | 4.2 | 12.5 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| African-American | 118 | 100.0 | 53.1 | 39.8 | 5.1 | 2.0 | 7.1 | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 90 | 100.0 | 45.1 | 45.1 | 7.3 | 2.4 | 9.8 | 15.5 |
| Disabled | 31 | 100.0 | 84.2 | 15.8 | N/A | N/A | N/A | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 121 | 100.0 | 52.5 | 39.6 | 5.9 | 2.0 | 7.9 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 121 | 100.0 | 52.5 | 39.6 | 5.9 | 2.0 | 7.9 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 109 | 100.0 | 54.3 | 40.2 | 4.3 | 1.1 | 5.4 | 15.5 |
| Full-pay meals | 12 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 38 | N/A | 27.8 | 50.0 | 19.4 | 2.8 | 22.2 |
| | Grade 4 | 31 | N/A | 48.4 | 35.5 | 12.9 | 3.2 | 16.1 |
| | Grade 5 | 39 | N/A | 43.6 | 41.0 | 15.4 | N/A | 15.4 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 47 | 93.6 | 28.9 | 50.0 | 21.1 | N/A | 21.1 |
| | Grade 4 | 46 | 97.8 | 52.8 | 44.4 | 2.8 | N/A | 2.8 |
| | Grade 5 | 28 | 100.0 | 58.3 | 37.5 | 4.2 | N/A | 4.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002 | Grade 3 | 38 | N/A | 43.2 | 40.5 | 16.2 | N/A | 16.2 |
| | Grade 4 | 31 | N/A | 48.4 | 32.3 | 16.1 | 3.2 | 19.4 |
| | Grade 5 | 39 | N/A | 57.9 | 31.6 | 10.5 | N/A | 10.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 47 | 100.0 | 45.0 | 50.0 | 2.5 | 2.5 | 5.0 |
| | Grade 4 | 46 | 100.0 | 48.6 | 40.5 | 8.1 | 2.7 | 10.8 |
| | Grade 5 | 28 | 100.0 | 70.8 | 20.8 | 8.3 | N/A | 8.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n= 229) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 4.1% | Down from 6.9% | 2.8% | 2.4% |
| Attendance rate | 95.2% | Down from 95.6% | 95.5% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 6.3% | Down from 8.1% | 5.5% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 13.1% | Down from 14.2% | 7.8% | 8.0% |
| Older than usual for grade | 1.3% | Up from 0.4% | 2.7% | 1.1% |
| Suspended or expelled | 3.5% | Down from 4.5% | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|----------|-----------------|-----------|-----------|
| Teachers (n= 22) | | | | |
| Teachers with advanced degrees | 59.1% | Up from 52.0% | 46.2% | 50.0% |
| Continuing contract teachers | 95.5% | Down from 96.0% | 78.3% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 95.4% | Up from 92.5% | 79.8% | 86.2% |
| Teacher attendance rate | 91.2% | Down from 95.3% | 95.0% | 95.3% |
| Average teacher salary | \$46,360 | Up 8.5% | \$38,063 | \$39,909 |
| Prof. development days/teacher | N/R | N/R | 13.5 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 3.0 | 4.0 |
| Student-teacher ratio | 17.3 to 1 | Up from 14.3 to 1 | 17.0 to 1 | 18.9 to 1 |
| Prime instructional time | 85.6% | Down from 90.1% | 88.5% | 89.7% |
| Dollars spent per pupil* | \$7,900 | Up 6.8% | \$6,725 | \$5,892 |
| Percent spent on teacher salaries* | 71.1% | Down from 74.0% | 63.9% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---------------------------------------------------|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Edward E. Taylor Elementary School is a Title One school with 96.8% of students on free and reduced lunch. It is surrounded by neighborhoods that vary from family homes to apartments and range from \$100,000 to low-rent units.

Highlights for the school year include, The District Teacher of the Year for 2003-2004 is Mrs. Angela Cooper, three students were identified as Duke University TIP Winners, and Palmetto Health Alliance is our new business partner. The United Way selected one of our student's mentor to receive the School Service Volunteer Award, a student placed third in the S.C. Wildlife Magazine's Young Outdoor Writer's competition, and our National Board Certified teacher count increased to four.

"Breakthrough to Literacy " is in the fourth year of implementation for students in child development and kindergarten. This program develops the skills and knowledge young learners need to become competent readers. It establishes a nurturing, motivational environment in which literacy experiences are presented.

Students received additional help through after-school tutoring for students in grades 4 and 5 who scored below basic on PACT, peer tutors, small group instruction, volunteer-assisted tutoring, and summer school in reading and math. Transportation was provided for after-school tutoring and this made it possible for more students to receive the additional help. Class enrollment for grades 3 - 5 was 22 as the largest and 19 as the lowest.

Test results continue to show math as an area of weakness. A weekly math competition was held each Wednesday as a way to review math skills learned. Staff development emphasized ways to incorporate math in all areas of the curriculum, so students would have more opportunities to review and implement. Our re-training grant money was used to bring in a consultant to work with the students on ways to rebuild their learning foundation, using a multi-sensory teaching program.

A big challenge we face is increasing the involvement of parents on the School Improvement Council, PTA, etc. Our parent educator will continue to provide workshops that will enhance parent and community involvement.

Debbie H. Bailey, Principal, Edward E. Taylor Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.